

# AGE FEATURES OF GENDER DIFFERENCE OF THE EMPATHY DETERMINATION OF ASSERTIVENESS IN ADOLESCENCE

**Zhuravlova L. P.**

Doktor of Psychology, the dean of the social-psychological faculty  
Zhytomyr Ivan Franko State University

**Luchkiv V. Z.**

Post-graduate student  
Zhytomyr Ivan Franko State University  
Zhytomyr, Ukraine

Conflicting transformation of modern society actualize the researches of the phenomena which help a person to not only withstand the crisis phenomena, but also to become a successful and a psychologically healthy person which is able to assert its own interests, goals, achieve them, and, in this case, be respectful to the others. Exactly assertiveness contains the named competencies and characteristics [5, 6]. Topical is not only the study of the phenomenon, but also a factor of its development, in particular its empathy determination. Empathy allows you to penetrate into the inner world of Neighbor, to understand him and to find optimal ways of interaction.

Development of assertiveness is especially important in the period of youth when life prospects are formed rapidly, new perspectives on the relationship between people and himself, when a person becomes a subject of his own life, and his empathy can achieve higher levels of development [1].

In this regard, the article examines the characteristics of the age dynamics of integrated empathy and its forms [1] as determinants of gender differences in the development and display of assertiveness in adolescence.

Basic research *methods*: cross-sectional method, empirical (tests), qualitative and quantitative analysis, interpretive. In order to investigate the integral empathy and its forms was used "test to determine the integral empathy in adolescents and young adults" L.P.Zhuravlova [2], assertiveness – "Test the questionnaire level of assertiveness" modified by V. Capponi, T. Novak [3], assertive behavior strategies – test questionnaire K. Thomas [4]. To find the relationship between the components of both phenomena was used Pearson linear correlation analysis, to identify differences between the features of the groups was calculated Student's t-test.

The study had three stages. On the first investigated features of the ontogenetic dynamics of the integral empathy and its forms. On the second – features of the ontogenetic dynamics of assertiveness and assertive behavior. The third step is to find and analyze the relationships between the components of the integrated empathy, its forms and assertiveness of girls and boys.

It is proved that the gender differences in the ontogenetic dynamics of empathy manifested in its polar forms (aggression – altruism, indifference – real assistance not to their own detriment)

and during adolescence in both sexes did not significantly change the frequency of manifestations of empathy, sympathy, modeling the promotional behavior. In general, the girls' positive dynamics of empathy is more intense in comparison with boys (respectively,  $p \leq 0,01$ ;  $p \leq 0,05$ ). At them also observed the positive dynamics of assertive behavior strategies. Guys have the negative trends in the age dynamics of assertiveness.

Factors of aggressive assertiveness of girls are indifference and empathy, and of boys – compassion. These types of empathy, as anti empathy (girls and boys); compassion, modeling of promoting behavior (girls); sympathy (boys), which determine the behavior assertive compromise strategies, cause only partial adoption of Neighbor interests and the satisfaction of their own. Assertive behavior (cooperation) contributes the developed ability to empathize (girls) and the lack of propensity for empathy (girls and of boys).

*Conclusions.* Integral empathy as a whole and its separate forms are factors of development and manifestation of assertiveness in adolescence. Empathy determination of assertiveness and assertive behavior in adolescence has a gender difference.

*A prospect* for further research is the study of assertiveness as a complex of structured integral qualities of the person.

### References

1. Zhuravlova L. P. Psychology of empathy / L.P.Zhuravlova: Monograph. – Zhytomyr: Izd Zhytomyr Ivan Franko State University, 2007. – 328 p.
2. Zhuravlova L.P. Diagnosis of forms and types of empathy / L.P.Zhuravlova // Psychology. Coll. Science works. NPU named by M.Dragomanov. – Ser. № 12. Psychological Science. – 2010. – № 31 (55). – S. 154 – 161.
3. Capponi, V. Yourself psychologist [Text] / V. Capponi, T. Novak. – SPb.: Peter, 1998. – 350 p.
4. Raigorodskii D. Y. Practical psychodiagnostics. Methods and tests. Textbook / Ed. D. Y. Raigorodskii. – Samara: Bachrach – M, 2006. – 672 p.
5. Lizzio, A., Wilson, K.L., Gilchrist, J., & Gallois, C. Evaluations of performance feedback // Management Communication Quarterly. – 2003. – Vol.16. – P. 341-379.
6. Wilson, K.L., & Gallois, C. Assertion and its social context. – Oxford: Pergamon, 1993. – 205 p .